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Mr Grahame Price
St Paul's Way Trust School
Shelmerdine Close
London
E3 4AN

Dear Mr Price

Ofsted monitoring of Grade 3 schools: monitoring inspection of St Paul's Way Trust School

Thank you for the help which you and your staff gave when I inspected your school on 3 November 2011, for the time you gave to our phone discussions and for the information which you provided before and during the inspection.

The school moved to its new purpose-built accommodation in January 2011. In September 2011, the school opened a new sixth form which at present is a partnership with a local outstanding school. There are 53 students attending the sixth form undertaking appropriate academic courses. The school intends to be part of a sixth form consortium with three other schools starting September 2012.

As a result of the inspection on 8–9 July 2010, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made outstanding progress in making improvements and outstanding progress in demonstrating a better capacity for sustained improvement.

Students' levels of attainment have significantly risen in 2011. The proportion of those students who achieved five or more A* to C grades including English and mathematics demonstrates a marked improvement on previous years. The school has now surpassed the national average. Students are making good improvements in English as well as mathematics. They make good gains in their learning as a result of the very effective measures to improve students' standards of English. There are many opportunities for them to talk to their designated partners in lessons. Many examples were seen of students providing good written evaluation of their learning in their books. They are motivated and keen to learn in lessons especially where the pace of teaching is fast and the level of challenge in the tasks set is high. Students

know their levels of attainment and use opportunities to self-evaluate their learning well.

Students' behaviour in lessons and around the school remains good as it was at the previous inspection. Their attendance has continued at above average levels and continues to improve. They are firmly of the view that teachers are supportive and that the school keeps them safe. The positions of responsibility given to them are taken seriously, for example the student council designed the new school uniform. They feel they are listened to and that their views are acted upon. Opportunities to develop culturally have included taking part in drama events and enterprise activities. However, they welcome further opportunities to undertake trips and excursions.

Teaching enables students to learn well. In the strongest lessons seen, teachers plan effectively for students' needs leading to their fast pace of progress. Students do not shy away from asking probing questions and teachers in turn respond well. Some excellent marking was observed, especially in English, where teachers placed a strong emphasis on students being able to develop technical accuracy. Students remarked that teaching had significantly improved with much more opportunities for active learning. Teachers provide very good explanations and support to students when required.

Many clear and extensive plans enhance the curriculum and are improving the learning experiences of students. The collaborative work with prestigious universities and other experts has resulted in students having opportunities to develop their musical abilities and in providing significant enrichment to the science curriculum. The school is the only Faraday centre for science and this innovation is appreciated by students. The opportunities this has brought to them include the provision to take triple science and to experience scientific developments such as DNA and stem research. There are plans to develop these areas further.

The headteacher, the senior leadership team and members of the governing body have embedded ambition, driven improvement and developed their capacity for improvement exceptionally well. Attainment and attendance have risen and behaviour remains consistently good which contributes well to students' learning. Leaders know what needs to be done next to further improve outcomes as self-evaluation is accurate. For example, better evaluation of the quality of teaching is rigorous and has brought about excellent improvement. Since the previous inspection, the proportion of good or better teaching has improved significantly. This is as a result of well-structured monitoring and support, a systematic approach to professional development and the partnership with two other schools. The impact of all of these actions is seen in better planning for progress, more consistent development of students' oral skills, particularly their use of accurate Standard English, and a more secure use of assessment by teachers. The deep and insightful scrutiny, together with the targeted support by members of the governing body, has contributed extremely well to the school's raising attainment objectives. Further

expertise from the Trust members supports the school's improvement plans by providing an additional layer of scrutiny.

The support given by the local authority has been robust and well focused. The level of support has reduced significantly with the local authority recognising that future support can be based on the school's own assessment of its needs.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Samantha Morgan-Price
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in July 2010

- Further drive improvements in the attainment of students by:
 - making sure that teachers use assessment information, knowledge of students' English language needs and individual education plans to match their teaching and the activities
 - routinely supporting the development of students' standard spoken English
 - devising ways to help students develop confidence and independent habits of learning
 - ensuring that students received consistently high-quality diagnostic feedback to help them take the next steps in their learning.